



**Godmanchester
Bridge Academy**

Modern Foreign Language Policy - March 2018

Together We Inspire Enjoy Achieve

Page 1

Introduction

The contribution of MFL to the Primary school curriculum

Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The MFL Curriculum aims to:

- foster an interest in learning other languages;
- introduce young children to other languages in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- help children develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

Foundation and Key Stage 1

Modern Foreign languages (MFL) are not required to be taught in Foundation and Key Stage 1, but opportunities will be available within the school year during topic lessons or special days where children are exposed to other languages and cultures. A Spanish club is available for children to participate in.

Key Stage 2 Objectives

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

The children are taught how to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- understand basic grammar appropriate to the language being studied, key features and patterns of the language; and how these differ from or are similar to English.

Allocation:

Spanish is taught once a week in Key Stage 2 classes and the lessons last 30- 40 minutes long. There may be opportunities for shorter sessions e.g. before lunch, to consolidate learning through songs. There may also be opportunities for teachers to set homework within Language lessons but it is not compulsory.

Equal Opportunities and Inclusion

We are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

The scheme of work is designed to cater for pupils working at different levels. It is also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We plan to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by, for example,

- setting common tasks which are open ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all pupils complete all tasks);
- grouping pupils according to ability in the room and setting different tasks for each group;
- providing resources of different complexities, matched to the ability of the child;
- using additional resources to support the work of individual children / groups of children.

Assessment and Recording

Most assessment is formative and assessment is through questioning. A language learning record is kept within the child's book to indicate what skills and themes have been covered. A portfolio is kept of sample work and displays. MFL work will be marked in line with the school policy on marking. For reporting purposes an informal comment of the level of a pupil's capability will be given in reports to parents.

Assessment will be based on the language learning ladders. Each year group will have a target sheet that is based on the MFL objectives for listening, reading, writing and cultural understanding. These are to be attached to the folder/ book. Children are to self-assess before teacher assessment.

Community Links

Links with the local secondary school are being developed to ensure continuity as the children progress to Key Stage 3.

Subject Development

The MFL Coordinator is responsible for supporting colleagues in the teaching of MFL providing a strategic lead and direction for the subject in school. The coordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Policy Review

This policy has been produced collaboratively and is a reflection of the shared values of the staff. It will be implemented during the spring term of 2018. It will be reviewed every two years; or earlier if there are significant changes. In the first instance this will be in the spring term 2020. The learning projects are continuously reviewed and modified as appropriate.

March 2018

Policy Details	Date	Name
Policy approved by Senior Management:	April 2018	Claire Wood
Policy approved by Senior Governor:	April 2018	Caroline Crowther-Light
Date of next review:	March 2020	

Policy Section: Section 1A – Curriculum Policies (Pupils)

Policy reference: **GBA – 1A/ 08 ML**